NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

020 Rosa L. Parks School of Fine and Performing Arts

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON	School: Rosa L. Parks High School of Fine and Performing Arts
Chief School Administrator: DR. DONNIE EVANS	Address: 413 12th Ave. Paterson, New Jersey, 07514
Chief School Administrator's E-mail:devans@paterson.k12.nj.us	Grade Levels: 9-12
Title I Contact: Irene DelRosso	Principal: Jalyn E. Lyde
Title I Contact E-mail: idelrosso@paterson.k12.nj.us	Principal's E-mail: jalynlyde@paterson.k12.nj.us
Title I Contact Phone Number: 973-321-0996	Principal's Phone Number: 973-321-0521

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

Critical Overview Elements

- The School held _____3_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ __4,739,268_____, which comprised _____98_____% of the school's budget in 2014-2015.

- State/local funds to support the school will be $ 4,511,497_____, which will comprise ___99_____% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Jalyn E. Lyde	Principal/Administrator	yes	yes	yes	
John Gabriel	Vice-Principal/Administrator and ELA/History	yes	yes	yes	
Arnez Crockett	CST/SPED	yes			
Michelle Van Hoven	School - based Arts Supervisor	yes	yes	yes	
Pamela Gary-Maple	School – Based Math and Science Supervisor and Home School Council	yes	yes	yes	
Simone Welcome	ELA/ScIP	yes			
Sharon Stephens	Guidance Supervisor/CST/SPED	yes	yes	yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
5/18/15	Conference Room RPHS	Comprehensive Needs Assessment	yes		yes	
6/10 /15	Conference Room RPHS	Schoolwide Plan Development	yes		yes	
6/22/15, 06/26/15 and 06/30/15	Conference Room RPHS	Program Evaluation and Review of Document	yes		yes	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	The vision of Rosa L. Parks High School of Fine and Performing Arts is to promote the intellectual, social, and personal growth of every student to his or her fullest potential using fine and performing arts as a catalyst for self-motivation, creativity, and achievement.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. **Did the school implement the program as planned?** RPHS implemented the plans for the 2014-2015 school year as outlined. RPHS was in a transition year with the retirement of the principal and the appointment of a new building principal in January 2015. Steps were implemented such as planning and developing the character education program and polishing the teacher evaluation protocols, IFL activities, and PD360 activities. Walkthroughs and observations were done continually.

2. **What were the strengths of the implementation process?** Staff members were surveyed, and an assessment took place to outline the schools priority areas in January 2015 by the building administrators.

3. **What implementation challenges and barriers did the school encounter?** The LAL and math teachers had to adhere to strict guidelines as the district also rolled out the PARCC test. Implementation of effective PLCs and PD360 was difficult due to the PARCC testing.

4. **What were the apparent strengths and weaknesses of each step during the program(s) implementation?** Our sstrengths included the high level of instruction, which came from the LAL and math teachers. The LAL and math teachers also held PARCC boot camps to help with student achievement. Conferences and meetings were held to help guide teachers through the rigorous process. Character education workshops were held for students and individual counseling sessions under HIB. Weaknesses were as follows: a. adapting to the timelines with the new assessment (PARCC), b. making sure teachers were in compliance with NJ DOE Unit

Assessments during the PARCC administration, c. scheduling restraints - (effective PLCs) common planning time was limited, d. Community - Home School Liaison

5. **How did the school obtain the necessary buy-in from all stakeholders to implement the programs?** Building Administrator (principal Jan 2015) conducted a needs assessment among all staff members to help move programs along until the end of the year.

6. **What were the perceptions of the staff?** What tool(s) did the school use to measure the staff's perceptions? Needs assessment were made by the building principal and administrators by conducting post conferences and obtaining feedback from staff members. The staff was receptive to the character education activities and continued to move forward with the PD plan on accountable talk and PD 360.

7. **What were the perceptions of the community?** What tool(s) did the school use to measure the community's perceptions? Parents were receptive to the ideas of the new administration and were able to have parent meetings and workshops during report card nights. Parents supported all students' achievement activities and attended the dual enrollment workshop. For the 2015-2016 school year we will offer a class as a result of the high performance on the dual enrollment test.

8. **What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?** One-on-one sessions were held for character education. Group and classroom sessions were held for HIB, faculty workshops, accountable talk, and PD360. Additional

boot camp sessions were held for math and LAL initiatives. PARCC activities were held to refine the assessment and HSPA skills. SAT prep classes were offered through PLATO. Dual-enrollment sessions were held with parents and students.

9. **How did the school structure the interventions?** Test-prep classes and simulations were held for all students, AHSA classes continued for students in the 12th grade, and tutoring sessions were held by administrators and individual teachers.

10. **How frequently did students receive instructional interventions?** Students received intervention techniques daily.

11. **What technologies did the school use to support the program?** The following were used consistently: SAT test prep classes on Plato, Kahoot software, educational websites, ENGRADE, Infinite Campus, PD360 videos, PD materials, PD materials from the Teaching Channel, teacher-generated power-points and instructional videos, and smart response clickers in math classes.

12. **Did the technology contribute to the success of the program and, if so, how?** Technology contributed to the success of the program by allowing teachers to have multiple strategies to engage students in instruction. Parents were able to monitor student progress through ENGRADE. Teacher-generated materials allowed students to see instruction from different perspectives and alternate methods of solving problems, which promoted student achievement.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11	0	N/A		
Grade 12		N/A	All student passed	

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11	13	N/A		
Grade 12		11	ASHA classes and special tutoring by teachers	Small group sessions were held to help students stay engaged and focused on their task. AHSA classes were

				targeted to meet the needs of the students. Portfolios were used for students to monitor their progress and see their weaknesses. Small group sessions were held.

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9	45	49	Teachers incorporated different techniques to help with deficient skills on the STAR Renaissance. The PARCC boot-camps also helped increase STAR assessment results. IFL strategies were also used in ELA classes	The number of students who was not proficient is based on the data from 2014 initial STAR test. Students increased on SGO tests and NJ DOE Unit Assessments. Students and teachers were able to implement IFL strategies in their classrooms, which allowed for growth on STAR Renaissance and NJ DOE Unit Assessments.
Grade 10	25	45	Teachers incorporated different techniques to help with deficient skills on the STAR Renaissance. The PARCC boot-camps also helped increase STAR assessment results. IFL strategies were also used in ELA and math classes, and strategic reading techniques were also used.	Teacher lesson plans and IFL strategies helped drive the NJ DOE Unit Assessment results. The lesson plans also modeled the format from the NJ DOE Model Curriculum, which addressed the Common Core Standards. (IFL strategies also helped students better understand the PARCC test with assessing and advancing questions.)

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Kindergarten				
Grade 1				
Grade 2				
Grade 9	21	19	Teachers incorporated different techniques to help with deficient skills on the STAR Renaissance. The PARCC boot-camps also helped increase STAR assessment results. IFL strategies were also used in math classes. (All stakeholders maintained rigorous activity.)	The number of student who was not proficient is based on the data from 2014 initial STAR test. Students increased on SGO tests and NJ DOE Unit Assessments, especially in Algebra 2. Students and teachers were able to implement IFL strategies in their classroom, which allowed for growth on STAR Renaissance and NJ DOE Unit Assessments
Grade 10	13	21	Teachers incorporated different techniques to help with deficient skills on the STAR Renaissance. The PARCC boot-camps also helped increase STAR assessment results. IFL strategies were also used in math classes. (All stakeholders maintained rigorous activity)	Teacher lesson plans and IFL strategies helped drive the NJ DOE Unit Assessment results. The lesson plans also model the format of the NJ DOE Model Curriculum, which addressed the Common Core Standards. (IFL strategies also helped students better understand the PARCC test with assessing and advancing questions.) Math skills still need improvement with regard to applying and reasoning.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	PARCC Boot-camps for 9th -11th grade students, SAT Prep classes on PLATO for 11th graders, NJ DOE Model Curriculum implementation, IFL strategies, Review of STAR Renaissance Data, 40 minute HIB classes	yes	Teacher lesson plans, observations, and walkthroughs STAR Renaissance results	9th -12th improved on the STAR Renaissance in ELA and math by 45%, which allowed the admin. goals to be exemplary. Students with Disabilities – SAT ranges from 1000 – 1400
Math	Students with Disabilities	PARCC Boot-camps for 9th -11th grade students, SAT Prep classes on PLATO for 11th graders, NJ DOE Model Curriculum implementation, IFL strategies, Review of STAR Renaissance Data, 40 minute HIB classes	yes	Teacher lesson plans, observations, and walkthroughs STAR Renaissance results	9th -12th improved on the STAR Renaissance in ELA and math by 45%, which allowed the admin. goals to be exemplary. Students with Disabilities – SAT ranges from 1000 - 1400
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Migrant	N/A			
ELA	ELLs	PARCC Boot-camps for 9th -11th grade students, SAT Prep classes on PLATO for 11th graders, NJ DOE Model Curriculum implementation, IFL strategies, Review of STAR Renaissance Data, 40 minute HIB classes, tutoring ELL teacher	yes	Teacher lesson plans, observations, and walkthroughs STAR Renaissance results SAT scores and PSAT scores	9th -12th improved on the STAR Renaissance in ELA and math by 45%, which allowed the admin goals to be exemplary.
Math	ELLs	PARCC Boot-camps for 9th -11th grade students, SAT Prep classes on PLATO for 11th graders, NJ DOE Model Curriculum implementation, IFL strategies, Review of STAR Renaissance data, 40 minute HIB classes, Tutoring by ELL teacher	yes	Teacher lesson plans, observations, and walkthroughs Star Renaissance results SAT scores and PSAT scores	9th -12th improved on the STAR Renaissance in ELA and math by 45%, which allowed the admin. goals to be exemplary.
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA		PARCC Boot-camps for 9th -11th grade students, HSPA/AHSA Prep classes and tutoring for 12th graders, SAT Prep classes on PLATO for 11th graders, Implementation of IFL strategies, Review of STAR Renaissance data, 40 minute HIB classes	yes	AHSA and HSPA results for 12th graders, EPP folder results Teacher lesson plans, observations, and walkthroughs STAR Renaissance results SAT scores and PSAT scores	100% of Seniors (8) proficient on AHSA and 100% EPP folders were approved, 9th -12th improved on the STAR Renaissance in ELA and math by 45%, which allowed the admin. goals to be exemplary. SAT Averages overall – graduating seniors 12th graders – 1528 on SAT ELA – Unit Tests 9th- Average 66% 10th –Average 51% 11th – Average 65% 12th- Average 66%
Math		PARCC Boot-camps for 9th -11th grade students, HSPA/AHSA Prep classes and tutoring for 12th graders, SAT Prep classes on PLATO for 11th graders Implementation, IFL strategies, Review of STAR Renaissance Data, 40 minute HIB classes		AHSA and HSPA results for 12th graders, EPP folder results Teacher lesson plans, observations, and walkthroughs STAR Renaissance results SAT scores and PSAT scores	100% of Seniors (8) proficient on AHSA and 100% EPP folders were approved, 9th -12th improved on the STAR Renaissance in ELA and math by 45%, which allowed the admin goals to be exemplary. SAT Averages overall – graduating seniors 12th graders – 1528 Unit tests – Math 9th Algebra 1 Average 57% Algebra 2 – 11th Graders Average - 60% 10th graders Geometry – Average 67%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Plato- Credit Recovery, Intervention for 9-12th graders, SAT prep classes on PLATO	yes	PLATO reports, attendance sheets and PLATO diagnostic reports	100% students in credit recovery for intervention finished at 85% or above to pass all classes
Math	Students with Disabilities	Plato- Credit Recovery ,Intervention for 9-12th graders, SAT prep classes on PLATO			100% students in credit recovery for intervention finished at 85% or above to pass all classes
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA		Plato- Credit Recovery Intervention for 9-12th graders, SAT prep classes on PLATO, AHSA /HSPA tutoring with 12th grade students	yes	PLATO reports, attendance sheets and PLATO diagnostic reports HSPA/AHSA reports EPP portfolios	100% students in credit recovery for intervention finished at 85% or above to pass all classes 100% of seniors passed AHSA
Math		Plato- Credit Recovery Intervention for 9-12th graders, SAT prep classes on PLATO, AHSA /HSPA tutoring with 12th grade students	yes	PLATO reports, attendance sheets and PLATO diagnostic reports HSPA/AHSA reports EPP portfolios	100% students in credit recovery for intervention finished at 85% or above to pass all classes 100% of seniors passed AHSA

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Selected PD sessions: IFL, Accountable Talk, Character Ed., HIB, Teacher Evaluation, PD360, Teaching Channel		PD Sessions from September 2014 – June 2015 Observations and walkthroughs Data from observations on Standards Feedback from pre and post conferences IFL Learning Walk documentation	All teachers in the building had a better understanding of character ed., HIB laws, IFL strategies including accountable talk. 98% of the instructional staff was effective on the teacher evaluation. Two teachers were rated highly effective (exemplary ratings).
Math	Students with Disabilities	Selected PD sessions: IFL, Accountable Talk, Character Ed., HIB, Teacher Evaluation, PD360, Teaching Channel		PD Sessions from September 2014 – June 2015 Observations and walkthroughs Data from observations on Standards Feedback from pre and post conferences IFL Learning Walk documentation	All teachers in the building had a better understanding of character ed., HIB laws, IFL strategies including accountable talk. 98% of the instructional staff was effective on the teacher evaluation Two teachers were rated highly effective (exemplary ratings).
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Migrant	N/A			
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			
ELA	All content Area teachers	Selected PD sessions: IFL, Accountable Talk, Character Ed., HIB, Teacher Evaluation, PD 360, Teaching Channel	yes	PD Sessions from September 2014 – June 2015 Observations and walkthroughs Data from observations on Standards Feedback from pre and post conferences IFL Learning Walk documentation	All teachers in the building had a better understanding of character ed., HIB laws, IFL strategies including accountable talk. 98% of the instructional staff was effective on the teacher evaluation Two teachers were rated highly effective (exemplary ratings). Even though teachers were effective, there is room for improvement in the areas of Standard #4 (diverse needs of students – differentiated instruction) and Standard #2 – (using data to drive instruction)
Math	All content area teachers	Selected PD sessions: IFL, Accountable talk, Character Ed., HIB, Teacher Evaluation, PD360, Teaching Channel	yes	PD Sessions from September 2014 – June 2015 Observations and walkthroughs Data from observations on Standards	All teachers in the building had a better understanding of character ed., HIB laws, IFL strategies including accountable talk, 98% of the instructional staff was effective on the teacher evaluation. Two teachers were

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Feedback from pre and post conferences IFL Learning Walk documentation	rated highly effective (exemplary ratings). Even though teachers were effective, there is room for improvement in the areas of Standard #4 (diverse needs of students – differentiated instruction) and Standard #2 – (using data to drive instruction).

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA MATH	All students (Students with Disabilities, ELL) and parents	HSC: workshops on financial literacy, Financial aid workshop/FAFSA given by the guidance department, ENGRADE – constant contact with parents regarding testing, assignments, etc. Parent Link : messages sent to community stakeholders, teachers, students and parents,	yes	HSC attendance sheets Dual enrollment/Report Card night attendance sheets Parent Link reports Engrade reports from teachers Guidance FAFSA workshop attendance sheets	HSC meetings averaged about 10 parents per session (on Report card nights an average 15-20 parents visited the sessions) 100% students used Engrade Approximately 60% of parents use the email registry Over 80% of parent link messages are always delivered

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		RPHS Facebook Page PPS APP Dual Enrollment workshop for students and parents Community Garden continued for 2014-2015 school year Public Performances for students, faculty, community stakeholders Epitome of Soul Partnership Sonima Foundation Career Day with Steadman Graham		Garden evidence noted on school grounds along with report to City Green Field trip approval forms, evaluations of trips, performance programs Community Symposiums on the arts - Barnes and Nobles Christmas Show and Spring Poetry Show Faculty meeting agenda, posters, pictures and article from district highlights	4 – 8x12 garden beds were maintained and other items were planted between March and June(Ongoing) 5 shows are held throughout the year along with other community performances at hospitals, schools, BOE meetings and gatherings, Barnes and Nobles, etc Approximately 200 books were donated to RPHS by Epitome of Soul. Approximately 300 stakeholders took part in workshops on June 2nd to outline self efficacy. Over 280 students participated in an all day workshop on Career and Character Development incorporating the arts Faculty and community members also participated in a workshop as well on self-efficacy.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Migrant	N/A			
Math	Economically Disadvantaged	N/A			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Star Renaissance Assessment NJ DOE Model Curriculum SAT	Overall students at RPHS increased their STAR Renaissance Scores by 45% Students at RPHS average 1528 on the SAT PSAT – 40 students have been targeted to take the TEST PREP class for 2015-2016 Unit Assessments ELA: 9th- Average 66% 10th –Average 51% 11th – Average 65% 12th- Average 66%
Academic Achievement - Writing	STAR Renaissance Assessment NJ DOE Model Curriculum SAT	Overall students at RPHS increased their STAR Renaissance scores by 45% Students at RPHS average 1528 on the SAT PSAT – 40 students have been targeted to take the TEST PREP class for 2015-2016
Academic Achievement - Mathematics	Star Renaissance Assessment NJ DOE Model Curriculum SAT	Overall students at RPHS increased their STAR Renaissance Scores by 45% Students at RPHS average 1528 on the SAT PSAT – 40 students have been targeted to take the TEST PREP class for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Unit Assessments Math: 9th Algebra 1 Average 57% Algebra 2 – 11th Graders Average - 60% 10th graders Geometry – Average 67%
Family and Community Engagement	HSC Meetings Student Performances at various community events Fitness 19 partnership for the healthy alliance American Cancer Society Career Day (Sonima Foundation)	Approx 10 parents attended HSC meetings. Over 300 people (students, community stakeholders, staff members, etc.) participated in the all day workshop with Stedman Graham Over 30 performances this year with the vocal, instrumental, piano and dance departments. Community service events were also taken place toward the end of the year. Several Awards were given to the arts and communication art department RPHS students took 6 out of the 9 awards for the PE art and essay contest RPHS students came in first and second place at the district wide science fair Over $125 was collected for the American Cancer Society 4 Thanksgiving baskets were assembled and distributed to families.
Professional Development	Teachers Evaluation System, IFL, Accountable Talk, Character Ed., HIB, Teacher Evaluation, PD360, teaching Channel	No teachers are on CAP, and all teachers were rated effective. Two teachers were rated highly effective.
Leadership	Advanced degrees, teachers in leaders as learners programs along with building principal Vice- Principal – leader to leader program Club and class advisors	Building principal – part of Cohort 2 – leaders as Learners Two teachers have finished requirements for administration certifications 7-8 teachers lead clubs and are class advisors.
School Climate and Culture	Character ed workshops for students given by school admin –	More than 75% of the students were trained and refreshed on HIB laws and

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	HIB specialist	protocols. 100% of the staff was trained on transgender issues. One - on – one sessions were held for HIB and character ed.
Economically Disadvantaged	Thanksgiving baskets: 4 assembled and distributed	

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. **What process did the school use to conduct its Comprehensive Needs Assessment?** Stakeholders used the data from teacher observations, needs assessments, and walkthroughs from January 2015. RPHS still needs improvement in the areas of Standard 4 and Standard 2.

2. **What process did the school use to collect and compile data for student subgroups?** Performance Matters reports, STAR reports, and HSPA data from October 2014 and March 2015 (seniors) were used to compile data for all subgroups.

3. **How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?** Administrators and teachers analyzed data from pre and post SGOs, STAR, Performance Matters, walkthroughs, learning walks, and evaluations to improve the instruction and facilitate student-accountability. Baseline data is compared to real-time data to determine appropriate strategies to meet the benchmarks.

4. **What did the data analysis reveal regarding classroom instruction?** Teachers continue to have difficulty with Performance Standard 2 (using data to drive the instruction) and Performance Standard 4 (differentiating the instruction). For the 2015/2016 school year, students with diverse needs will be discussed during professional development periods and in-services. The participants will use the data to drive the instruction.

5. **What did the data analysis reveal regarding professional development implemented in the previous year(s)?** The data revealed that the teachers were able to improve their STAR scores. HIB issues were addressed by the administration and guidance department. And the teachers were able to meet all SGOs by increasing rigor in the classroom and using IFL strategies.

6. **How does the school identify educationally at-risk students in a timely manner?** The school uses data from the pre and post SGO assessments, STAR, and Performance Matters (NJ DOE Unit Assessments) to identify educationally at-risk students. The data revealed

the need for more professional development with regard to the inner-workings of a synergistic inclusion classroom. This also includes improving the practice of differentiated instruction. Learning activities need more leveling.

7. **How does the school provide effective interventions to educationally at-risk students?** The teachers and administrators use data, which consists of feedback from classroom performance, teacher-generated tests, and the NJ DOE Unit Assessments to identify at-risk students. Student conferences were held by all administrators assigned to their grade level. Recommendations by the teachers and administrators were made to the I&RS team.

8. **How does the school address the needs of migrant students?** N/A

9. **How does the school address the needs of homeless students?** These students received additional counseling sessions, parents are updated frequently with regard to their child's academic progress, and additional support services were provided via the District's student-assistance department.

10. **How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?** The teachers and administrators use data from SGO pre and post assessments, NJ DOE Unit Assessments (Performance Matters), STAR, and Demonstrations of Learning (DOLs) to improve the quality of instruction. Analyses and roundtable discussions occur during professional development and in-services.

11. **How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?** RPHS develops and implements character education classes and workshops. These services were provided throughout the 2014/2015 school year: A four-day activity was implemented during August 25, 2014 to August 28, 2014; lessons about bullying were conducted during September 4, 2014; Character Education Week was celebrated during October 6, 2014 to October 10, 2014; lessons about cyberbullying were conducted during March 2, 2015 to March 12, 2015. The character education lessons/workshops included experiential activities where the students applied knowledge of HIB to promote good citizenship. A four-day student orientation is

given in August to the incoming freshmen. The orientation outlines character development, school expectations, LAL and math skills, and college and career readiness.

12. **How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?** The school identified priority problems via the walkthroughs and observations from Media X/e-Walk, the learning walks with IFL fellows from the Institute for Learning, teacher and student conferences, HIB, and Serious Incident Reports. Data also derived from the following workshops: Effectively Meeting Students' Needs on September 2, 2004; Accountable Talk and Higher Order Thinking on October 29, 2014; An Overview of IFL Learning Walks on November 4, and December 2, 2014; Using Multiple Response Strategies on December 10, 2014; Applying Standard 2 (data to drive instruction) and Standard 4 (differentiated instruction) Effectively on January 13, 2015; Using the Standards to Meet the Rigors of PARCC on January 16, 2015; Culture and Climate on March 4, 2015; RPHS Reflections on June 22, 23, and 24, 2015. In addition, the school identified priority problems from the learning walks that occurred on October 21, 2014; April 15, 2015; and June 3, 2015. Walkthroughs were conducted before each round of an observation (there were 3 rounds of observations).

Provide a separate response for each question.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Academic Goal; Student Achievement Math Increase the Rigor in Math to increase scores on the NJDOE	Academic Goal ELA
Describe the priority problem using at least two data sources	Our students need more practice with math reasoning and unpacking the math standards. The SGO Pre and Post Assessments, the NJ DOE Unit Assessments, and the walkthroughs, IFL Learning Walks, and evaluations revealed this.	Our students need more practice with citing textual evidence to support their response, conclusion, or interpretation. The SGO Pre and Post Assessments, the NJ DOE Unit Assessments, and the walkthroughs, IFL Learning Walks, and evaluations revealed this.
Describe the root causes of the problem	The students are not used to explaining the processes used to solve a problem.	The students have been answering questions without citing.
Subgroups or populations addressed	General education and SPED students	General education and SPED students
Related content area missed (i.e., ELA, Mathematics)	Mathematical reasoning	Citing textual evidence
Name of scientifically research based intervention to address priority problems	Mathematical reasoning, metacognition, "unpacking" of the standards Star, J. R., Caronongan, P., Foegen, A., Furgeson, J., Keating, B., Larson, M. R., Lyskawa, J., McCallum, W. G., Porath, J., & Zbiek, R. M. (2015). Teaching strategies for improving algebra knowledge in middle and high school students (NCEE 2014-4333). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.	3C Method: 1. State the claim. 2. Cite textual evidence to support the claim. 3. Connect the claim to the citation. Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides.
How does the intervention align with the Common Core State Standards?	The students are expected to "unpack" the standards. This is needed for college and career readiness.	The students are expected to cite textual evidence when responding, concluding, or interpreting.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address them (continued)

	#3	#4
Name of priority problem	Student Achievement: Graduation Rate: To increase teachers knowledge of Standards #4 and standard #2 on the teacher evaluation (maintain 100% graduation rate)	Culture Climate Goal: to decrease the number of suicide referrals to Crisis team
Describe the priority problem using at least two data sources	Student Achievement: Graduation Rate: To increase teachers knowledge of Standards #4 and standard #2 on the teacher evaluation (maintain 100% graduation rate)	To decrease the number of suicide referrals to the Crisis Team
Describe the root causes of the problem	Increase in the use of data to drive instruction and differentiated instructional activities	There were 4 suicide referrals (from Health Office and Student Assistance Reports)
Subgroups or populations addressed	Teachers are requesting additional training on creating differentiated lessons. Also, they need to increase the proper use of data to drive instruction.	Students who have emotional and social issues are also disconnected from the school environment
Related content area missed (i.e., ELA, Mathematics)	All students including General Education, Special Education, and ELL.	All four referrals were female minority students
Name of scientifically research based intervention to address priority problems	All subjects should use differentiated activities and data to drive instruction	n/a
How does the intervention align with the Common Core State Standards?	Universal Design for Learning provides the opportunity for differentiated instruction and requires the use of data to determine the student groups Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). Dropout Prevention: A Practice Guide (NCEE 2008–4025).	From the Suicide Prevention Resource Center: http://www.sprc.org/bpr/section-i-evidence-based-programs Jonathan Cohen, "Social, Emotional, Ethical and Academic Education: Creating a Climate for Learning, Participation in Democraccy , and Well-Being," in Harvard Educational Review (Summer Vol. 76, No. 2), 201-237;
	The activities created should be derived from the common core state standards.	n/a

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) *strengthen the core academic program in the school;*					
ELA	Students with Disabilities	Differentiated Instruction	General Education, Inclusion, and Resource Teachers	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel
Math	Students with Disabilities	Differentiated Instruction	General Education, Inclusion, and Resource Teachers	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel
ELA	Homeless	Additional counseling sessions and additional support from the District's office of student services	General Education, Inclusion, and Resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). Dropout Prevention: A Practice Guide (NCEE 2008–4025).Data from Marshall Memos, PD 360, and the Teaching Channel

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) *strengthen the core academic program in the school*;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless	Additional counseling sessions and additional support from the District's office of student services	General Education, Inclusion, and Resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). Dropout Prevention: A Practice Guide (NCEE 2008–4025).Data from Marshall Memos, PD 360, and the Teaching Channel
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Differentiated Instruction, Cooperative Learning, and Counseling	General Education, Inclusion, ESL, and Resource Teachers	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel
Math	ELLs	Differentiated Instruction, Cooperative Learning, and Counseling	General Education, Inclusion, ESL, and Resource Teachers	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					Memos, PD 360, and the Teaching Channel
ELA	Economically Disadvantaged	Differentiated Instruction, Cooperative Learning, and Counseling	General Education, Inclusion, and resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel
Math	Economically Disadvantaged	Differentiated Instruction, Cooperative Learning, and Counseling	General Education, Inclusion, and resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel
ELA		Differentiated Instruction, Interdisciplinary Instruction, and Project-Based Learning	General Education, Inclusion, and resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
Math		Differentiated Instruction, Interdisciplinary Instruction, and Project-Based Learning	General Education, Inclusion, and resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel

***Use an asterisk to denote new programs**.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Differentiated Instruction	General Education, Inclusion, and Resource Teachers	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					Marshall Memos, PD 360, and the Teaching Channel
Math	Students with Disabilities	Differentiated Instruction	General Education, Inclusion, and Resource Teachers	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel
ELA	Homeless	Additional counseling sessions and additional support from the District's office of student services	General Education, Inclusion, and Resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). Dropout Prevention: A Practice Guide (NCEE 2008–4025).Data from Marshall Memos, PD 360, and the Teaching Channel
Math	Homeless	Additional counseling sessions and additional support from the District's office of student services	General Education, Inclusion, and Resource Teachers and	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). Dropout Prevention: A Practice Guide (NCEE 2008–4025).Data from Marshall Memos, PD 360, and the Teaching Channel

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Guidance Counselors		
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Differentiated Instruction, Cooperative Learning, and Counseling	General Education, Inclusion, ESL, and Resource Teachers	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel
Math	ELLs	Differentiated Instruction, Cooperative Learning, and Counseling	General Education, Inclusion, ESL, and Resource Teachers	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel
ELA	Economically Disadvantaged	Differentiated Instruction,	General Education,	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post	Differentiated instruction means matching instruction to meet the different needs of

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</u>					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		Cooperative Learning, and Counseling	Inclusion, and resource Teachers and Guidance Counselors	Assessments	learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students' needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel
Math	Economically Disadvantaged	Differentiated Instruction, Cooperative Learning, and Counseling	General Education, Inclusion, and resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students' needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel
ELA		Differentiated Instruction, Interdisciplinary Instruction, and Project-Based Learning	General Education, Inclusion, and resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students' needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math		Differentiated Instruction, Interdisciplinary Instruction, and Project-Based Learning	General Education, Inclusion, and resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students' needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Differentiated Instruction	General Education, Inclusion, and Resource Teachers	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students' needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Memos, PD 360, and the Teaching Channel
Math	Students with Disabilities	Differentiated Instruction	General Education, Inclusion, and Resource Teachers	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students' needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel
ELA	Homeless	Additional counseling sessions and additional support from the District's office of student services	General Education, Inclusion, and Resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments, and Counseling Sessions	Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). Dropout Prevention: A Practice Guide (NCEE 2008–4025).Data from Marshall Memos, PD 360, and the Teaching Channel
Math	Homeless	Additional counseling sessions and additional support from the District's office of student services	General Education, Inclusion, and Resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments, and Counseling Sessions	Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). Dropout Prevention: A Practice Guide (NCEE 2008–4025).Data from Marshall Memos, PD 360, and the Teaching Channel

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Differentiated Instruction, Cooperative Learning, and Counseling	General Education, Inclusion, ESL, and Resource Teachers	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel
Math	ELLs	Differentiated Instruction, Cooperative Learning, and Counseling	General Education, Inclusion, ESL, and Resource Teachers	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel
ELA	Economically Disadvantaged	Differentiated Instruction, Cooperative Learning, and Counseling	General Education, Inclusion, and resource Teachers	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			and Guidance Counselors		group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel
Math	Economically Disadvantaged	Differentiated Instruction, Cooperative Learning, and Counseling	General Education, Inclusion, and resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel
ELA	All students	Differentiated Instruction, Interdisciplinary Instruction, and Project-Based Learning	General Education, Inclusion, and resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel
Math	All students	Differentiated Instruction, Interdisciplinary	General Education, Inclusion,	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Differentiated instruction means matching instruction to meet the different needs of learners. To deliver

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Instruction, and Project-Based Learning	and resource Teachers and Guidance Counselors		the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students' needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).Data from Marshall Memos, PD 360, and the Teaching Channel

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. **Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?** The School-Wide Program for 2015-16 will be evaluated

three times: November 2015, February 2016, and May 2016 to assess progress and adjustments by the School Leadership Committee. The SLC is composed of District and school-level administrators, teachers, students and parents.

2. **What barriers or challenges does the school anticipate during the implementation process?** Anticipated challenges are primarily time-related. Adjustments/additions to the testing schedule and performances requested by the community are examples of challenges that divert resources away from completing some of the activities necessary to meet the goals of the School-Wide Program.

3. **How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?** The priorities listed are based on the needs expressed by staff, students and parents during formal and informal meetings, the teacher evaluation and summative process, and in the results of various assessment tools.

4. **What measurement tool(s) will the school use to gauge the perceptions of the staff?** An electronic survey will be developed and used to assist in the evaluation process during the three time periods listed above.

5. **What measurement tool(s) will the school use to gauge the perceptions of the community?** An electronic survey will be developed, disseminated and used to assist in the evaluation process during the three time periods listed above.

6. **How will the school structure interventions?** Interventions will be based on an aggregate of data from STAR Renaissance, DOE Unit Assessments, student report cards, and classroom teacher observations. A data team will be assembled and charged with the task of analyzing the data on a regular basis. Interventions for students requiring remediation will be devised using the data and input from individual student teams, which may include the child study team, the guidance department, the parents and the student.

7. **How frequently will students receive instructional interventions?** Interventions will be administered as often as indicated by progress markers, but at least once a month.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

8. **What resources/technologies will the school use to support the schoolwide program?** Professional development will be supplemented through the use of PD 360/Edivation, The Teaching Channel, and individual teacher coaching. STAR Renaissance is uniquely equipped to aid teachers and students in the development and application of targeted interventions.

9. **What quantitative data will the school use to measure the effectiveness of each intervention provided?** Several progress indicators, such as STAR Renaissance, PARCC, DOE Unit Assessments, Student Growth Objectives, discipline statistics, and survey results, will help determine intervention effectiveness.

10. **How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?** The information will be shared via a printed report disseminated electronically and in hard copy during professional development and town hall meetings.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Differentiated Instruction	General Education, Inclusion, and Resource Teachers	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Data from Marshall Memos, PD 360, and the Teaching Channel
Math	Students with Disabilities	Differentiated Instruction and Mathematical Reasoning	General Education, Inclusion, and Resource Teachers	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments	Data from Marshall Memos, PD 360, and the Teaching Channel
ELA	Homeless	Additional counseling sessions and additional support from the District's office of student services	General Education, Inclusion, and Resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments, and Counseling Sessions	Data from Marshall Memos, PD 360, and the Teaching Channel
Math	Homeless	Additional counseling sessions and additional support from the District's office of student services	General Education, Inclusion, and Resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments, and Counseling Sessions	Data from Marshall Memos, PD 360, and the Teaching Channel

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Differentiated Instruction, Cooperative Learning, and Counseling	ESL, General ED., and SPED Teachers	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments, and ELL ACCESS	Data from Marshall Memos, PD 360, and the Teaching Channel
Math	ELLs	Differentiated Instruction, Cooperative Learning, and Counseling	ESL, General ED., and SPED Teachers	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments, and ELL ACCESS	Data from Marshall Memos, PD 360, and the Teaching Channel
ELA	Economically Disadvantaged	Differentiated Instruction, Cooperative Learning, and Counseling	General Education, Inclusion, and resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments, and ELL ACCESS	Data from Marshall Memos, PD 360, and the Teaching Channel
Math	Economically Disadvantaged	Differentiated Instruction, Cooperative Learning, and Counseling	General Education, Inclusion, and resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments, and ELL ACCESS	Data from Marshall Memos, PD 360, and the Teaching Channel
ELA		Differentiated Instruction, Interdisciplinary Instruction, and Project-Based Learning	General Education, Inclusion, and resource Teachers and	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments, and ELL ACCESS	Data from Marshall Memos, PD 360, and the Teaching Channel

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Guidance Counselors		
Math		Differentiated Instruction, Interdisciplinary Instruction, and Project-Based Learning	General Education, Inclusion, and resource Teachers and Guidance Counselors	NJ DOE Unit Assessments, STAR, DOLs, SGO Pre and Post Assessments, and ELL ACCESS	Data from Marshall Memos, PD 360, and the Teaching Channel

Use an asterisk to denote new programs.

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? The school holds monthly home school council meetings. The priority problems can be discussed during the meetings. The parents can provide feedback on their concerns during the meeting. In addition, the school can continue to seek community partnerships as additional resources.

2. How will the school engage parents in the development of the written parent involvement policy? The school can utilize surveys, parent meetings, RPHS advisory panel, as well as district sponsored parent engagement activities to generate ideas and feedback to create a written parent involvement policy.

3. How will the school distribute its written parent involvement policy? The school will distribute the parent policy in the student/parent handbook at the beginning of the school year, parent email portal, and school website.

4. How will the school engage parents in the development of the school-parent compact? The school will engage the parents during school based home school council meetings and activities.

5. How will the school ensure that parents receive and review the school-parent compact? The school will report the parent policy in the student/parent handbook at the beginning of the school year, parent email portal, and school website.

6. How will the school report its student achievement data to families and the community? The school will report the student achievement data utilizing the District Website, District Hi-lights Newsletter, and the School Website.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? The school will utilize the parent email portal and the District Website.

8. How will the school inform families and the community of the school's disaggregated assessment results? The school utilizes report cards, progress reports, Engrade, Home School Council Meetings and school productions to report student achievement data.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? Families are informed via the school website and school mailings.

10. How will the school inform families about the academic achievement of their child/children? Parents will be informed at Back to School Nights, via Engrade, school mailings, and teacher telephone calls.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? The school will utilize its parent involvement funds to provide the students and families with workshops, trainings, and additional community partnerships.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	38	Tuition reimbursement, professional development opportunities, district and school administrator support.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	0	
	0	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	
	100%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
All teachers are highly-qualified. PD will be provided continually via the educators to retain talent.	Administrators and Teachers